

**Human Behavior Course
2004**

CHILD DEVELOPMENT
(Six Lectures)

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HUMAN BEHAVIOR COURSE 2004
CHILD DEVELOPMENT - SLIDES

LEARNING OBJECTIVES & ISSUES FOR THOUGHT.

1. Describe normal development in various age groups to include milestones and evidence of normal outcome.
2. Describe mechanisms of biopsychosocial development as they occur in childhood and adolescence.
3. Define major psychiatric disorders that occur during childhood and other disturbances in social, psychological, or occupational function that result from pathological development from birth through adolescence.
4. Know key examples of normal and pathological development, some of which may be in your own life and family.

Slide 1

Erikson's 1st Psychosocial Task
of Life (Birth - 18 months of age)

**Task: To form a BELIEF,
that Others Can Be Trusted
which must override
that Others Cannot Be Trusted**

Basic Trust Attained by 18 Months:
A Mental (Psychological) Advance

Psycho-Social Task for Infancy

Def.: A task that begins with a social input and which stimulates the mind and leads to
mental (or psychological) development

Social Stimulation: A whole collection of parental behaviors which communicate to the infant - “Trust us”

Psycho-logical Task: The Mind of the Infant is Gradually Changed Through Developing and Storing the Belief - “I trust my parents”

The Attachment Relationship

Unique type of relationship
developing between

infants and parents

necessary for the infant to

generate, store and continually
develop psychosocial tasks

The Attachment Relationship

Infants **Actively** Influence the
Attachment Relationship through
innate capacities
(present at birth)
innate = genetically derived

Infant is Endowed with the Capacity to
Generate Emotions

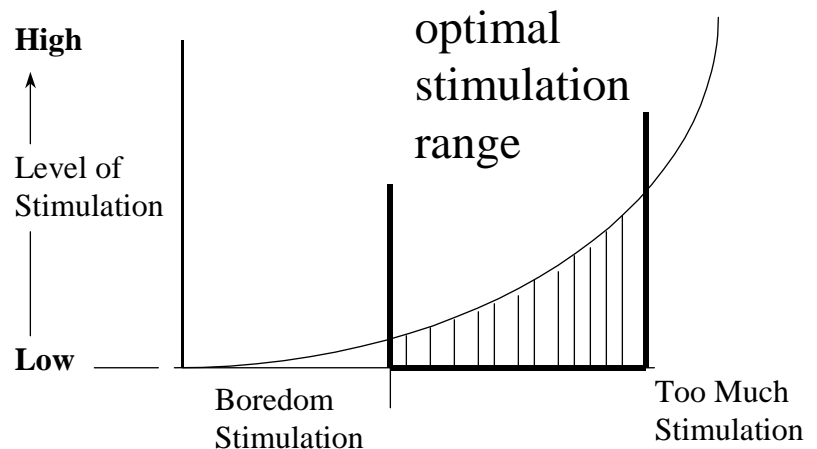
- Infant is a stimulation “receiver”
- Stimulation levels generates
particular feelings
- Infant can generate the feelings of
happiness, sadness, interested
excitement, assertive anger,
fear, irritating boredom and
destructive rage

Feelings or Emotions: The Principal Motivators for Behavior

The Human Infant is programmed by his or her genetic code to act and react in ways that

- maintain pleasurable feelings and
- avoid unpleasurable feelings

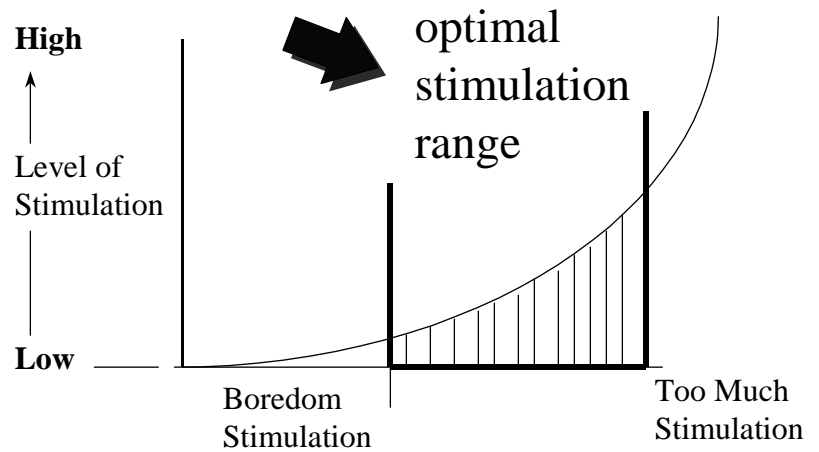
- Each infant is innately endowed with his or her own



- **Pleasurable Emotions Generated**

When Within Op. Stim. Range:

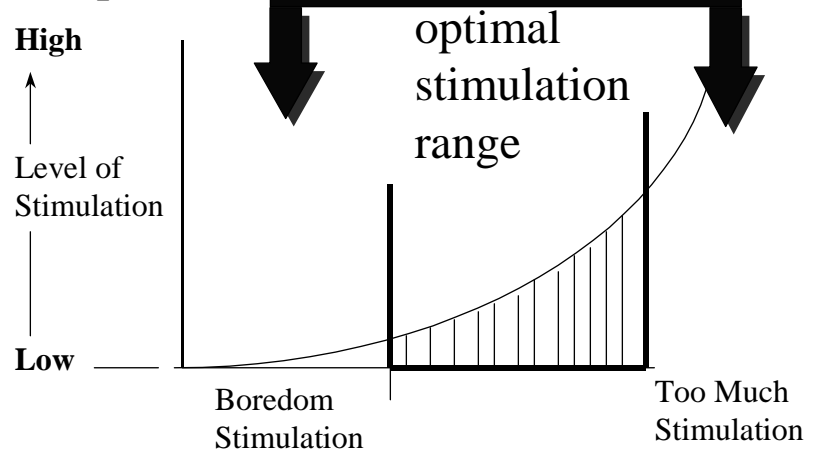
happiness, interested excitement, assertive anger



- **Unpleasurable Emotions Generated**

When Outside Op. Stim. Range:

depression, rage, fear, etc.



Infant is Endowed with the Capacity to Signal
Where the Infant is in Reference to His/Her
Optimal Stimulation Range

Within the infant's stimulation range:
infant expresses facial, oral and bodily
signs of experiencing

pleasurable emotions,

e.g. smiling, cooing, gaze focussing,
touching the mother's face, etc.

.

Infant's "Hard Disk"

Programmed to Generate
Behavioral Signals of Distress:

Infants generate **unpleasurable feelings**
in reaction to

- highly **over**-stimulating
- highly **under**-stimulating experiences
and **respond with**



Innate Behavioral Signals of Distress

- Crying
- gaze aversion
- “flight-fight” responses:
(pushing away, turning)

So What Are the Sources of Stimulation for the Human Infant?

A. The Infant is Passive With Little Interest in the Parents and Environment Other Than to Be Allowed to Sleep, Be given Food, and to Be Kept dry, Clean and Warm

B. The Parents Are the Only Sources of Stimulation for Their Infant

C. The infant actively seeks stimulation from the parents and the infant is his or her own source of stimulation

**Infant Capacities to Seek and
Receive Parental and Other
Environmental Stimulation**

**Infant innately endowed with
Pre-Programmed
Sensory and Perceptual
Capacities**

**Infant Visual Perceptual
Capacities**

Pre-programmed
perceptual bias
to attend to human
facial stimuli.

Infant Auditory Perceptual Capacities

Pre-programmed
perceptual bias
to attend to the
sounds of human
voices.

Infant Capacities to Seek and Generate Self-Stimulation and Parental Stimulation

Infant innately endowed with
the Capacity to
Activate Innate Needs

Innate Need to Gratify Physiologic Requirements

Such as maintaining
bodily regulation

e.g, temp. regulation and

physical survival

e.g. food, sleep

Innate need to attach

to *at least*

one person

in a predominantly

emotionally pleasurable

relationship.

Innate need to be assertive

- In **exploring** the
social environment
In **seeking** novel stimulation
in order to learn

Infant's Innate need to be
Assertive

fuels and is supported by
infant's innate and maturing
**Cognitive (or Intellectual)
Abilities**

Major Postulates of Piaget

Infants **acquire intelligence**

by using their innate need

* to be *assertive in
acting and reacting*
to people and things

Major Postulates of Piaget

Schema or mental representation

- basic intellectual cognitive unit
- formed when infants'

integrate and comprehend
perceptions, thoughts, emotions and
memories (once they begin to be
formed and stored)

New knowledge is Acquired
through infant's storing
a new or recently revised
representation

as a

long-term memory

(new knowledge “stored” on their
brain “hard disks”)

Assimilation - Infant Mental
Process of “Fitting”

a **novel perception**
into an old memory
or
existing schema

Accommodation -Infant Mental Process of

(1) **restructuring**

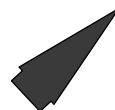
pre-existing
memory
(representation)

(2) and **forming** a
new revised
memory

Completed **Assimilation and
Accommodation** produces
mastery smiles within infant



*mirroring smiles
of the parents*



Internalized



**Growth of
Infant's
Self-Esteem**

**Infant Capacities that Modify the
Quantity and Quality of Stimulation
That the Infant Perceives**

Infant is innately endowed with

Temperamental Capacities

Temperament

Style of an
infant's behavior

Infants' Behavioral Style Will Fall On:

- **Quantitative Dimension of Assertiveness**

extreme shyness



uninhibited assertiveness



- **Qualitative Dimension of Self-Soothing**

- **difficult emotional regulation**

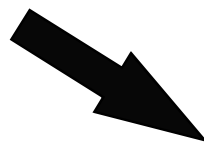


easy emotional regulation



Temperamentally Easy Infant

Joyfully and assertively approaches



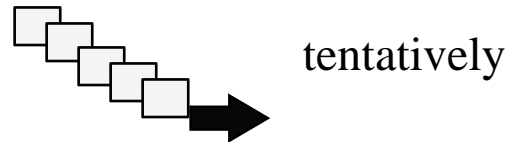
new or
novel
situations

Temperamentally Slow to Adapt Infants

- New or Novel Situations

Initially experience

moderate fear ← withdraws
then approaches



Temperamentally Difficult Infant

New situation ← *high and
sustained fear
warding off behaviors*
“Flight/Fight Response”

Parental holding-modulating necessary
for infant’s exploration

Attachment Relationship Between **Infants and Their Parents**

Earliest Attachment with Mother

- Mothers, in using empathy and their knowledge of infants to tune into the infant's stimulation level,
are more soothing, calming and enveloping than fathers
- Mothers are stimulating but more tuned into helping their infants “get back into” the infant's
optimal stimulation range

Earliest Attachment with Mother

Mother also socializes her infant in teaching infant how

- to assimilate and accommodate to
developmental tasks
- in this interactional process, the mother becomes, for her infant
an object of identification

Infants seek sensual / sexual stimulation - gratification

through pleasurable stimulation of their *oral mucosa*

Freud's First Stage of Psychosexual Development

“Oral Stage”

Infants' use their mouths
to explore and learn
about their **bodies**



about their **social world**



of people and things.

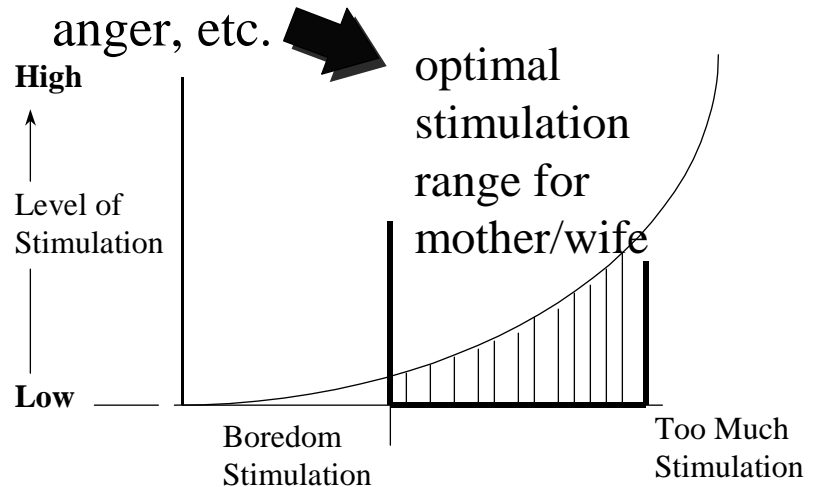
Earliest Attachment with Father

• *Indirect Role of Father*

To foster infant's attachment to his wife by, -
helping his wife to remain within her
stimulation range

- by giving his wife admiration for being a mother, and
- by providing physical and emotional intimacy

- **Pleasurable Emotions:** happiness, interested excitement, assertive anger, etc.



Earliest Attachment with Father

Direct Role of Father

- To foster infant's attachment to himself by using empathy and knowledge to tune into infant's stimulation level and help infant to get back into infant's stimulation range
- By socializing his infant in teaching infant how to assimilate and accommodate to *developmental tasks*

Indicators of a Healthy Attachment:

1. Infant Social (Selective) Smile

Given
preferentially to
both parents
by **3 months** (as
early as 4 weeks)

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Indicators of a Healthy Attachment

2. Stranger Anxiety

Emerges at
5-6 months

**A prominent developmental
anxiety from
8 months to 2 1/2 years.**

Stranger Anxiety

When a stranger
appears, infant shows

- **Fretfulness**
- **Reaching out**
- **Seeking proximity to
parent**

Stranger Anxiety



Before age 5 - 6 months



no fear of strangers

Capacity for Stranger Anxiety

At 5 - 6 months

maturation of cognitive capacity to
retrieve memory of mother's face
and

mentally compare mom's  face with the face
of a stranger 

  = **Stranger Anxiety**

Indicators of a Healthy Attachment

3. Separation Anxiety

Beginning at 8 months of age,

A predominant **developmental anxiety**

- Emerging as a result of the maturation of infant's cognitive ability to
 - (1) **perceive parents' absences**
 - (2) **mentally evoke memories**
 - (3) **generate expectations**

Separation Anxiety

Infant

(1) **remembers** and

(2) **generates**
expectations

about what happens
during parent's

absence and *return*

Emotion of Anxiety

**Internal warning signal -
within a memory - that**

**(1) highly unpleasurable overstimulation
or understimulation may occur**

**(2) and although signaling or fight/flight
may be difficult**

**(3) the child believes that acting -
speaking will decrease the anxiety
and lead to a sense of mastery**

Erikson's 1st Psychosocial Task of Life (Birth - 18 months of age)

**Task: To form a BELIEF,
that Others Can Be Trusted
which must override
that Others Cannot Be Trusted**

Basic Trust Attained by 18 Months:
A Mental (Psychological) Advance

The Attachment Relationship

Unique type of relationship
developing between

infants and parents

necessary for the infant to

generate, store and continually

develop psychosocial tasks

Developmental Phase of Toddlerhood

(18 Months - 3 Years)

Major Developmental Tasks

Toddlerhood:
Major Developmental Tasks

- **One Psychosocial Task: To form the Belief that Autonomy is Good**
“I am a separate individual who can begin to think, feel, act on my own”
 - i.e., to begin to develop an **autonomous identity**
(or sense of self)

3 1/2 year old boy

- Since beginning at age 18 months-he has been demonstrating a belief that he could be autonomous and still trust that his parents will value, protect and love him.
- He asserts himself and removes the tape from the puppet's mouth - this is not right, since he believes a child should talk

Toddlerhood:
Major Developmental Tasks
(18 Months - 3 Years)

- **Another Psychosocial Task : To form the Belief About One's Gender**
For males: "I am a boy"
For females: "I am a girl"
 - i.e., to begin to develop a *gender identity*

One Task of Toddlerhood:
Developing Autonomy

Parents encourage autonomous exploration while being available but

Parents concurrently place *limits* on the child's *assertive will*.

- Parents threaten/initiate **separation** (*generating separation anxiety*) to shape toddler's **assertive will**

One Task of Toddlerhood: Developing Autonomy

Parents titrate how much **separation anxiety** is tolerable to the child

Right amount of separation: toddler learns that when he or she acts in a certain way, that the parents will take away their involvement (separation). Toddler learns parents rules about autonomy.

Too long a separation: toddler can experience separation panic and secondary rage

Repeated episodes of rageful panic: the toddler's development of autonomy is greatly inhibited as autonomy generates memories of rageful panic

One Task of Toddlerhood Developing Autonomy

Developed Belief About Autonomy

Normogenic Belief: *“It’s good to explore and be an individual even though I sometimes have separation anxiety”*

Pathogenic Abnormal: *“Exploring - being separate - is too dangerous (intolerable separation anxiety) So I will be passive and inhibited”.*Sith

Social Task of Toilet Training: Another Opportunity for Development of Autonomy

- Around age 2: a maturational advance in **sphincter control**
- Toilet training -
parental social tasking to help toddler to further learn how to be autonomous in the family/society

Freud's Anal/ Urethral Phase

- **Toddler - experiences sensual pleasure in anal and urethral activities**
- **Elimination activities**
- **Exploration activities**

Motivators for toddler to inhibit/
channel anal-urethral pleasure

1. Parent's threaten/activate
separation separation anxiety
2. Toddler's innate need to assertively
develop *body mastery*
Toddler's mastering the "pot"
generates *mastery/mirroring smiles*

Regressions in Development

- Expectable **"flights"**
**back to earlier ways of
behaving - a "time out"**
- occur when toddler is
experiencing highly
**unpleasurable
emotions**

Regressions in Development

Normal Regressions: Short-lived - when toddler's stimulation level returns to optimal stimulation range

Chronic Regressions: Occur when too much or too little stimulation is maintained

- Regressive behavior establishes optimal stimulation range
- Chronic Regression interferes with resuming developing tasks

Process of Identification

An innate capacity in toddler to

- (1) model his or her behavior on the behaviors of the parents when these behaviors help toddler to stay within his or her Optimal Stimulation Range
- (2) assumes that if he or she **shares** certain qualities ("I am my father's son")
- (2) then toddler **automatically** believes that he or she shares **other** qualities with the parents that are **not** necessarily **directly experienced** ("I am good at throwing a baseball like my dad")

Another Task of Toddlerhood: to Form a Gender Identity

Gender Identity:
toddler's belief about
what his/her
anatomical sex
means: **“I am a boy,”**
“I am a girl”

Early Building Blocks of a Developing Gender Identity

- Innate biological, fetal
predisposition

 **masculanization**

 **feminization**



Early Building Blocks of a Developing Gender Identity

- Parent's appropriate sex identification at birth
 - i.e., giving infant a **culturally appropriate name**
e.g., Coun./western song:
“A Boy Named Sue”

Early Building Blocks of a Developing Gender Identity

- Parents, siblings, teachers, etc. teach attitudes, beliefs about what behavior constitutes
 - being a boy*
 - being a girl*
- Also teaching which behaviors belong to **both boys and girls**

Toddler's Early Genital Phase (1 to 2 1/2 Years)

- **Genital self stimulation**
(13 months )
- **Curiosity about anatomical differences**
(18 months)
- **Interest in viewing opposite-sex ~~sexed~~ genitals** (22 months )

Belief in One's Gender Identity

Formed by **2 1/2 years: child's gender identity** is now "saved" on toddler's brain "hard disk"

- This belief, once formed, must be continuously
supported: "You are a girl"
developed: "Girls behave this way....etc"

Early Childhood

(Age 3 Until 6 Years)

Major Developmental Tasks of Early Childhood

Developmental Tasks of Early Childhood: 3 - 6 yrs.

To Form a Belief About One's
Sexual Identity

To Form a Belief About One's
Peer Identity

To Form a Set of Beliefs Defined as a
Conscience

To Form a Belief that Curiosity - in
behavior and thinking - is a Good Thing

Erikson's 3rd Psychosocial Task of Life (3 - 6 Years):Curiosity

Developmental Task: To form the Normal Belief

**“To be curious is good and if my curiosity
causes me to feel separation or body damage
anxiety, I can handle it with my parents help”**

versus forming the abnormal belief

**“To be curious is a bad thing because curiosity
has caused me to experience**

- intense, unbearable separation anxiety, and/or**
- intense, unbearable body damage anxiety**

Cognitive (Intellectual) Maturation and Development

(Age 3 - 6 Years)

Thinking Becomes Less Reliant on Sensory Perception Out of sight \neq Out of mind

By age 3: child begins to learn through *deferred imitation*

- Child observes new behaviors in others, stores a memory of the behaviors and imitates them at a later time

Cognitive Maturation: Emergence of the Ability to Symbolize

Symbolization - the child now has the capacity to endow an object with

qualities and meaning

it does not inherently possess

e.g., child understands his parent's
military collar insignia

Cognitive Maturation: Emergence of the Ability to Form Fantasies and Use Them in Place of Action

- The capacity emerges to generate fantasies and to use them to replace real life experiences
- Child discovers that he or she feels happy thinking about going to the park the next day.
- Fantasy is pleasurable in itself!

Forming Symbolic Fantasies

- Child's symbolic capacity enables child to use Toys and to form symbolic fantasies in using toys
- e.g. toy soldiers, warriors
- Play now involves peers in shared fantasy play

Developmental Tasks of

Early Childhood: Peer Identity

To Form a Belief (stored as a long term memory) of possessing a:

Peer Identity: Defined as a set beliefs and fantasies defining

- (1) the **rules** by which child interacts and engages in **cooperative peer play**
- (2) how child **negotiates conflicts** with child's peer group

Functions of Fantasy Formation

1.To Achieve Pleasure and Vicarious Gratification

- **by using symbolic fantasies to**
 - **structure physical play, alone and with peers**
 - **spend time in private thought**

Functions of Fantasy Formation

As a Mechanism to Delay Action

- to *delay* the expression of a wish
to *think* about options when the direct gratification of the wish will cause child to experience

**intense separation/body damage
anxiety**

3 1/2 year old boy

- Constructs a defensive fantasy: he is putting “poopy” in a baby’s eyes and then the baby will get a spanking, not he.
- He, in reality, wanted to hit his baby sister but he already knew that this hitting would get him a spanking
- He enjoys his fantasy and it keeps him out of trouble

Emergence of Spoken Language

- At about 18 months
emerging *innate capacity* to
comprehend/express
speech

Emergence of Spoken Language

- Toddler normally learns that parent's
words = truth

Overall Rule in Language Acquisition

Comprehension
Precedes

Verbalization



Verbal Language Development

- Child knows
what something is
before child knows
how to say it

Verbal Language Development

- By age 2 years
 - Child's vocabulary is about 50 words
- By age 5 years
 - Child's vocabulary is over 2,000 words

Verbal Language Development (Age 3 - 6 Years)

Speech becomes a major aspect of how child demonstrates aspects of his/her

- **ever developing autonomous identity**

“I can dress myself”

- **ever developing gender identity**

“I'm Lily and I'm pretty”

- **newly emerging sexual identity**

John: “I want to go to the try-on rooms with mom”

2 year old girl

- Demonstrates her new found language ability
- Her mother smiles proudly, encouraging Amanda's continued use of language to become more assertive and autonomous

Speech as a Trial "Action"

From age 3 - 6, parents slowly help child to go from *action dominance*

to *verbal dominance*

in child's expressing wishes and feelings

verbalizing before acting - is

supported by the parents/others

Sexual Identity Development (Age 3 - 6 Years)

For the heterosexual child, identification with the like-sexed heterosexual parent guides the *heterosexual* child's making a *sexual object choice*

To Form a Long Term Memory of a:

Sexual Identity

Defined: a collection of beliefs and fantasies that reveal

(1) who and how child seeks/gratifies
**sensual/sexual
gratification**

(2) how the child **prohibits** such gratification based on the **rules** of family and society

Sexual Identity Development (Age 3 - 6 Years)

Discovery of anatomical sexual differences between boys and girls (2-4 years) coincides with child's discovery that

*life may involve
physical injury and pain*

Sexual Identity Development (Age 3 - 6 Years)

Body damage anxiety

(“castration anxiety” - Freud)

the **prominent development anxiety**
for 3-6 years of age

Sexual Identity Development (Age 3 - 6 Years)

- Now child experiences **stranger anxiety, separation anxiety, and body damage anxiety**
- Anxieties are **conscious**
- Anxieties **generate thinking, feeling and action, not** just a panic, fight/flight reaction or defense mechanisms

3 1/2 year old girl

- She knows about certain real life dangers
- Rabies in an animal can hurt you
- She tells us that she has body damage anxiety in thinking about a rabid animal
- But her anxiety is manageable - she believes she can run away

Emergence of the Heterosexual “Oedipal Conflict”

(Age 4 - 5 Years)

Heterosexual “Oedipal Conflict”

- Child fantasizes about more **“sensual-sexual” interactions** with opposite-sexed parent

e.g., girl fantasizes

marrying her father

➡ **replacing her mother** as the
center of father’s attention



5 1/2 year old girl

- Tells me about her dream: she is marrying her father - the edipal wish
- She slaps her mother at the wedding - the aggression towards the rival
- She then wets her pants - a regression and a self-punishment because of her fear of her mother's retaliation

Heterosexual Oedipal Conflict (4 - 5 Years)

Child's fantasies to

*replace the same-sexed
(rival) parent*

generate

**body damage anxiety and
separation anxiety**

5 1/2 year old girl

- Tells me about her dream: she is marrying her father - the edipal wish
- She slaps her mother at the wedding - the aggression towards the rival
- She then wets her pants - a regression and a self-punishment because of her fear of her mother's retaliation

Heterosexual Oedipal Conflict (4 - 5 Years)

Child experiences an

external conflict

*Oedipal
fantasies*

Parental
prohibitions



signal anxieties
(sep. + body damage)

Heterosexual Oedipal Conflict (4 - 5 Years)

Child's oedipal fantasies toward rival -
when (unconsciously) **projected** -
transient fears of
monsters, large animals,
the dark, etc.

5 1/2 year old girl

- Tells me about her dream: she is marrying her father - the edipal wish
- She slaps her mother at the wedding - the aggression towards the rival
- She then wets her pants - a regression and a self-punishment because of her fear of her mother's retaliation

First Resolution of the “Oedipal Conflict” (Age 6 - 7 Years)

- Child relinquishes wishes to occupy same-sexed parent's *space*
- Child reaffirms his/her **identifications** with same-sexed parent
- Separation-Body Damage Anxieties **greatly diminish**

42 year old man: Burt Reynolds in “The Man Who Loved Women”

- Lying on an analyst's couch: “Why can't I stay in love with a woman?”
- Recalling his interest in his prostitute mother's activities, while denying his lust for her
- He never gave up his edipal wishes towards her but now has extreme guilt about them
- As an adult he kept finding good women but then loses interest in the woman - he punishes himself for his incestual lust

Developmental Tasks of

Early Childhood: Conscience

To form a *Superego or Conscience*

- *Defined as a set of rules about “good” and “bad” behaviors*
- These internal rules enable child to assertively decide how to behave relatively **independent** of the parents’ and other adults’ presence

1st Phase in Development of Superego or Conscience (Age 1 - 3 Years)

- Toddler learns parents’ rules about **standards of behavior**
- Parents’ **rules** inevitably conflict with toddler’s **needs - wishes**
- Child **obeys** parents to alleviate separation-and later - body damage anxieties

“Home Alone”

- “Toddler learns parents’ rules about **standards of behavior**”
- **This boy believed the parents’ rules were unfair**
- **He rejected internalizing these rules and had no guilt in torturing the “robbers”**

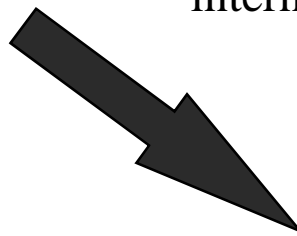
2nd Phase in Development of Superego or Conscience

(Age 3 -6 years)

Parents’ rules about

standards of behavior

internalized



become part
of child's
conscience

New Signal Anxiety:

Superego Anxiety

When child *thinks-*
fantasizes about disobeying

internalized rules within
one's conscience - child
internally perceives
a signal of impending **guilt**

After Formation of the Superego or Conscience (collection of long-term memories)

Child now experiences:

- **Separation anxiety**
- **Body damage anxiety**
- **Superego anxiety**

Ongoing Superego Development

- **Superego anxiety** - internal signal when child thinks of disobeying his/ her conscience
- **Guilt** - the feeling experienced when child has disobeyed his/her conscience
- **New Internal Motivator** - to obey one's conscience to avoid feeling the **painful threat of guilt**

As Conscience Begins to Function (Age 3 - 5 Years):

Child needs-wishes conflict with parents' *external* rules/prohibitions *internal* rules/prohibitions within child's conscience

After Formation of the Ever Growing Superego or Conscience

Child now *motivated to obey his/her conscience*

- ➡ to avoid guilt
- ➡ to avoid separation and body damage anxieties that accompany guilt

Late Childhood (6/7 - 11 Years) Major Developmental Tasks

To establish a *peer and social identity*

a boy/girl who can assertively perform in the world of peer and other adults

Erikson Psychosocial Task:

“I can be **industrious** and feel good” versus
versus “I can’t perform, I’m **inferior**” - this latter
belief is often denied and hidden beneath “I don’t
need to perform with peers”

WW II Combat Soldier on a Psychiatric Ward

- In psychiatric ward after he witnessed the death of his buddy - has repressed the event
- Acting arrogant and alienating himself from peers - this is a sign of low self-esteem and possible guilt about what happened to his friend
- Army psychiatrist confronts this behavior as a defense and demands respect for himself and for this soldier to respect himself

The “Age of Reason”: Age 6-7

- Late middle ages (500 - 1300 AD.) -
age 7 years: **court page**
- Renaissance Guild System in Europe
(1300 - 1600 AD.)
age of 7 years: **trade apprentice**

The “Age of Reason”

- Catholic Church
6 -7 years of age: **Holy Communion**
- 20th Century
6 -7 years of age: - **Formal grade school** begins throughout the world

Piaget’s Operational Stage of Cognitive Development (Age 6 - 11 Years)

Capacity for Mental Operations

Mental Operations

Internalized actions

7 year old can now
mentally classify
objects according to
similarities and
differences, without the
need to **physically**
manipulate the objects

Piaget's Operational Stage of Cognitive Development (Age 6 - 11 Years :

- ***Child's mind has new capacity to understand reversible mental operations***

e.g., $7 \times 7 = 49$
 then $49 \div 7 = 7$
 7

Piaget's Operational Stage of Cognitive Development (Age 6 - 11 Years :

Ability to understand *the*
concept of conversation
i.e., **mass remains constant**

50 lbs. = 50 lbs.

Verbal Language Development

- Child's talks *instead of immediately acting* in dealing with wishes, needs and anxieties
- *Speech dominance* increases child's ability to *delay action and talk about options*

Verbal Language Development

- At about 7 - 8 years, gradual transition *speech dominance*



thought dominance

- Thought Dominance - Child thinks before he/she speaks or acts
- Identifying with parents use of delay and speech motivates child

Continuation of Heterosexual Sexual Identity Development:(Age 6 - 11 yrs.

Sigmund Freud's *Latency Period* (Age 6 - 11 Years)

Freud: Child's sexual wishes/actions in a *latent* state

Modern view: sexual wishes/actions *less blatant* than they will be in adolescence

Continuation of Heterosexual Sexual
Identity Development (6-11 Yrs)

Social Pressure (from adults and peers)

- for boys to act like “boys”
- for girls to act like “girls”

Continuation of Heterosexual Sexual
Identity Development (6-11 Yrs)

***Each society's definition of boyhood
and girlhood*** communicated by

teachers,

athletic coaches,

religious leaders,

toy manufacturers,

entertainment
celebrities, etc.

Formal Education (Age 6 - 11 Years)

- Grade School: The Primary
“work” of childhood
- School: To assimilate/accommodate and
acquire new factual knowledge
- School: To assimilate/accommodate and
acquire new knowledge about
relationships

Formal Education (Age 6 - 11 Years)

Preparations for School Learning: Developing Basic Beliefs in Prior Phases

From Infancy: “I **trust** my teachers”

From Toddlerhood: “I feel good about being
autonomous from my parents”

From Early Childhood: “I like being **curious** and
assertively inquisitive”

Now: “I can be **industrious**, present my work,
and I’ll do well and be liked”

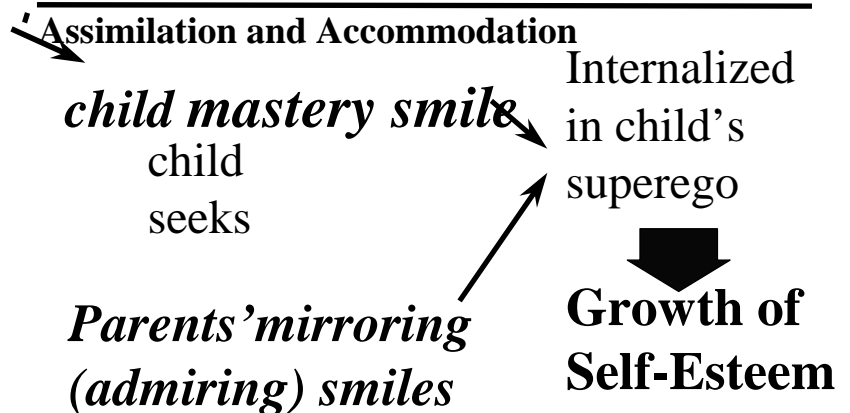
Process of Self Esteem Development Throughout the Life Cycle

First long term memories of
infant/toddler “seeing” him/herself as a
good person positive self-esteem
develops in a family atmosphere that

- (1) encourages infant/toddler’s
assertive wishes to perform
- (2) admires these performances

Self Esteem Development

Child’s Performances: Especially When Child
Engages in Successful



Self Esteem Development

When school begins, *performing in the world of peers* becomes as important as performing for one's parents

- Peer group becomes crucial source of **mirroring smiles internalized within child's superego**

Self Esteem Development

Child also seeks peer group feed-back and guidance about

- How to play by **moral/ethical rules**
- How to **work out conflicts**, e.g., fighting, compromising



Internalized within
child's superego

Ongoing Superego Development

Peer Group Play-Conscience Work

- Preoccupation with rules,
their **rigidity** versus **changeability**
- Child **practices** living by rules he/she has internalized and is constantly modifying within his/her conscience

Ongoing Superego Development

- By 8 - 9 years of age, child learns and internalizes a ***moral code of fairness*** in relating to peers
- Parents look for moral - kind peer group for their child

Ongoing Superego Development

Two functions conscience now begins to perform (by about 8 - 9):

- (1) To regulate the child's ***behaviors*** relatively independent of external constraints - child maintains ***self - control, self - discipline***
“I know how to behave because I have a conscience”

7 year old boy

- He is proud to tell me about his knowing about the conflict he must face between good and evil
- He knows that it is not a quick solution but an ongoing, daily “battle”

Ongoing Superego Development

Second function conscience now begins to perform
(by about 8 - 9):

When superego is obeyed, the superego becomes a
source of *positive self - esteem*, relatively
independent of external feedback, especially
negative feedback

*“When I obey my conscience, I get internal
strokes and I feel good”*

Ongoing Superego Development

- **Superego anxiety** - internal signal when
child thinks of disobeying one's
conscience
- **Guilt** - the feeling experienced when child
disobeys his/her conscience
- **Guilt** - also lowers self-esteem

Normal Superego Functioning

New Internal Motivator

- to obey one's conscience
- to avoid the **painful feeling of guilt and resultant low self-esteem**

Adult Male

- Lies in trying to tell a 5 year old boy's foster parents that the boy is "bad"
- One of the foster parents exposes his lie
- He feels guilty and embarrassed and leaves

Ongoing Superego Development

Role of the Pre - Adolescent Chum (Age 8 - 11 Years): To Make One's Conscience Less Perfectionistic and Unrealistically Critical

- **Child tells chum when the child feels guilty and/or ashamed** when the child has not lived up to the overly high standards within his/her conscience.
- If the chum is “easy” on the friend, the child can begin to relinquish ***unrealistic standards of behavior*** within his/her conscience

Ongoing Superego Development

Role of the Pre - Adolescent Chum

- Child ***tells the chum about the child's failures and limitations***
- If the chum still accepts the child, the child's conscience can begin to become ***less perfectionistic*** and
 - ⇒ ***more accepting*** of the child's
 - ⇒ performance/ abilities

4th Major Life Task:

Adolescent Period
(Age 12 - 19 Years)

Task of Adolescent Period

*By age 18-19, to
form an
emancipated
identity
and continue to
develop it
throughout life*

Emancipated Identity by Age 18-19

A **belief** about one's self (stored as a long-term memory) that defines:

- Being *emancipated* from one's parents and significant others

By high school graduation, being able to

- stay out of trouble
- pick the right people for relationships
- stay focused on life goals

Emancipated Identity by Age 18-19

A belief about one's self that defines:

- *Believing in one's self value* in possessing both **similar and different** points of view, ideals, and values from those of the parents, teachers, coaches, close friends, etc.

Emancipated Identity by Age 18-19

A self -representation that defines one's self as:

Attaining an appreciation of the progressive ***continuity in one's life between***

past



One's memories affect present thoughts, feelings and actions

present

future

Parent's Role in Facilitating Adolescent's Formation of an Emancipated Identity

- Parents need to be ***consistent*** in expressing their ***values and standards***
- Parents must ***tolerate*** teenager's pronouncements of ***independence***

while

not criticizing teenager's wish to remain ***dependent***

Parent's Role in Facilitating Adolescent's Formation of an Emancipated Identity

- Parents need to encourage teenager's continuing to relate to and learn from *teenager's peer group*
- *Parents can not* be overly competitive with the peer group - teenager will stop emancipation or become rebellious “I don't need you, I have my friends”

Entry Into Adolescence in Most Cultures is Defined as

When Puberty Begins

Puberty

- ***Onset:*** coincides with the measurable somatic landmarks of the emergence of Secondary sexual characteristics
Boys/Girls: Axillary/Pubic Hair
Boys: Penis, testes growth
Girls: Breast growth

Puberty \Longrightarrow Adolescence

- Puberty is an *act of nature* while
- Adolescence is an *era of life*

Adolescence as an Era of Life

Different cultural
“Rites of Passage”
into and throughout
adolescence

“Rites of Passage” Into and Throughout Adolescence

- **Early (12 - 13 years old)**
 - **Boys:** deodorant, athletic supporter, clothes
 - **Girls:** deodorant, bra, clothes
 - **Middle (15-16 years old)**
 - **Boys:** car license, dating, junior prom
 - **Girls:** car license, dating, junior prom
- Sexual activity:** variable, and
very dependent on social context

Menarche

- Mother communicates to her daughter
“Now that you are becoming a woman, I want to help you to respect your developing sexuality. So let’s talk about tampons”

Menarche

- Mother conveys her support for her daughter’s developing **emancipation and self sufficiency**
- “I’m proud of you that you are taking care of yourself when you have your periods; that you are dressing right and that you ask for my advice about sexual issues when you need it”

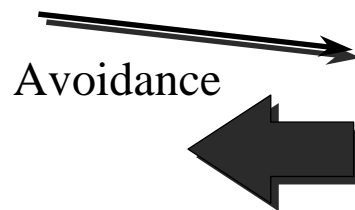
Sexual Identity Development

Having previously developed *more fantasies* (especially masturbatory fantasies) rather than actual behaviors related to a **sexual identity**, the adolescent embarks upon:

- Developing more **explicit sex role behaviors**

Sexual Identity Development

Heterosexual teen's pubertal
physical
development



physical and
emotional
closeness with
the opposite-
sexed parent

Sexual Identity Development

Oedipally Related Sexual wishes/fantasies toward
opposite-sexed parent must be

defended against

until they are relinquished

- Displacement of feelings: “crush” on an opposite-sexed entertainment star, public figure
- Hiding one’s true feelings: constant arguing with the *opposite-sexed parent*

Sexual Identity Development

In becoming “sexual” and negotiating a “safe”
distance with opposite-sexed parent,

heterosexual adolescent’s

**identification with *same-sexed* parent
becomes stronger**

Sexual Identity Development

- As dating begins (age 13 - 16 years), teenager *wants* parents to *give mirroring smiles* in response to teen's becoming more sexually attractive
- Teen's occasionally needs to *hide his/her mastery smiles* about looking more sexual

Sexual Identity Development

Negative Effects of Sexual Exploitation by Parent(s) or Others:

- Masturbation can become a fixed defense
to **protect** teen from feeling
the intense **signal anxiety**
associated with **real** sexual
activity with opposite sex

Sexual Identity Development

Negative Effects of Sexual Exploitation by Parent(s) and Others:

- Masturbation - to **replace** any sexual behaviors in front of peers- seriously derails adolescent's developmental process

Sexual Identity Development

Age of initiation of sexual activity:

- Variable, dependent on social context
- 1990-1999 studies:
60 - 65% of teenagers had experienced intercourse by age 18

Sexual Identity Development

Teenagers invested in

long term educational goals

- Take **sexual energy** and put it into their **books**
- Sexual activity more **delayed** than less educationally impassioned peers

Sexual Identity Development

Parents, teachers, coaches, etc.

protect

- Parents set curfew rules, monitor date choices, etc.

teen from experiencing
**excessive
heterosexual
stimulation**

Ongoing Superego Development

The Two functions of the Superego:

- (1) To regulate teenager's ***behaviors***
relatively independent of external
constraints - teenager maintains
self - control, self - discipline
***“I know how to behave because
I have a conscience”***

Ongoing Superego Development

- (2) When obeyed, superego becomes the
internal voice of ***self - esteem***, relatively
independent of external feedback,
especially negative -
***child internally maintains self worth,
leading to self - confidence***
***“When I obey my conscience, I get
internal strokes and I feel good”***

Function of Superego as an Internal Regulator of Behavior

As teenager gets older - emancipation is looming - and peer group increasingly assumes a role in **facilitating emancipation** from the parents

Teenager knows he/she will be spending more time with people other than the parents

Parents' rules - previously internalized within teen's superego

become less of an influence

Rebellion Versus Conformity During Adolescence

Moderate adolescent rebellion:

- Fosters formation of an *emancipated identity*
- through adolescent's *confrontation* of parents' and teachers' *attitudes* and political and religious *beliefs*

Rebellion Versus Conformity During Adolescence

Motives for some people's **overemphasizing** and **idealizing** adolescent rebellion:

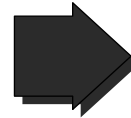
- To **foster sales** of teen targeted products, e.g., **cigarette sales, clothes**
- To achieve **vicarious gratification** of an adult's need **to rebel against authority** **Adult stimulates teenagers' desire for a perfect society, perfect parents, etc.**

Function of Superego as an Internal Regulator of Behavior

In reconsidering parental values
conscience becoming **less of a source of behavioral self-control**



Parental Rules,
Moral Standards,
Ethical Values



Diminished
Superego

Function of Superego as an Internal Regulator of Behavior

While conscience is weakened

teen seeks isolation alternating with turning to the peer group for help with self-control

Diminished
Superego

Assisted
by

Peer
Group
Superego

Function of Superego as a Source of Self Esteem

- Adolescent task: to leave home at 18 with a **non-perfectionistic superego = a superego that does not demand perfection as the price for internal strokes**
- Most teenagers are unaware of wishing that their parents are **perfect and all-powerful protectors**

Function of Superego as a Source of Self Esteem

Wishes for parents, schools (including medical schools) to be perfect and create perfect teenagers or doctors



Stimulated by developmental and cultural pressures on teen to become emancipated, e.g., make your own decisions, study for SAT, etc.

Function of Superego as a Source of Self Esteem

- *De-idealization Process of both parents and other teachers, mentors, coaches: necessary for achieving emancipation*
and alternating pattern of *idealizing* and *de-idealizing*

Function of Superego as a Source of Self Esteem

Great literature's adolescent theme

- Teen's **search** for the perfect person, school, religion, ideology, hero, etc.
- **Loss** of this perfect person causes teen to feel loneliness and sadness

Function of Superego as a Source of Self Esteem

A self-love (or narcissic) stage:

- Adolescent seeks to *overly admire-idealize* him/herself as being perfect while being *overly critical-deidealize* of his/her imperfections, and
- Adolescent seeks to possess the abilities/attributes he/she admires in **other adolescents**

Function of Superego as a Source of Self Esteem

Adolescent may *develop a close friendship* with a same-sexed peer who is admired, because the peer has qualities and abilities **lacking in the adolescent**

Both teenagers together share the fantasy that **together** they make the **“perfect teenager”**

Function of Superego as a Source of Self Esteem

In heterosexual adolescents, in supporting their fantasy that together they could be “everything” - straight and gay
- this close friendship *may* lead to some

*transient and experimental
homosexual activity*

Function of Superego as a Source of Self Esteem

Normal De-idealization results in teen having a more acceptable view of self, parents, teachers, schools, etc.

- Narcissitic self-love gives way to teen's acceptance of being okay without having to be perfect or serve a perfect protector -

Function of Superego as a Source of Self Esteem

- More realistic self- and other-acceptance is taken into teenager's superego
- Superego now **kinder** and **less demanding** in responding to teen's thoughts, feelings and behavior with internal, self-esteem generating strokes

Illicit Drug Usage

Not always an avoidance of working on establishing an emancipated identity

- Some experimentation with illicit drugs (e.g., marijuana) takes place in a high percentage of teenagers in the service of emancipation

Illicit Drug Usage

Majority of teenagers

will not allow drugs

to chronically interfere with their

Working towards



*emancipated
identity*

*“I can try this drug and not become an addict
or mess up my school work”*

Illicit Drug Usage

Excessive anxiety - as a result of separations
(child abandonment)
body damages (child physical abuse)
superego attacks (perfectionistically sadistic
parents)
that is ***not*** diminished by engaging in **better
relationships** can be
Narcotized/Tranquilized/Alcoholized

Chronic Illicit Drug Usage

- Chronic drug usage during adolescence
greatly interferes with
establishing an
emancipated identity


While high - drunk: "I'm doing lousy in school but
I'm not worried about it" (no anxiety)

Transition From Adolescence to Young Adulthood

One Set of Psychological Criteria

Transition From Adolescence to Young Adulthood

*One set of 5 criteria to define the
end of adolescence (age 18-19)
beginning of young adult
functioning (age 20)*



There must be
more of the attainment
of each criteria *than less*

Transition From Adolescence to Young Adulthood

1. Establishment of **Autonomy from Parents**

Attainment of:


- A greater sense of *control over one's life*
- *awareness* of one's *self-sufficiency*



self-confidence

1. Establishment of Autonomy from Parents

- Parents, teachers are **de-idealized**



Parents viewed more as human beings with **strengths and weaknesses**

Parents viewed more as **advisors, guides and friends**

not infallible sources of truth or tyrants

1. Establishment of Autonomy from Parents

- Superego experienced *as an inner, more gentle guide* warning when ethical/moral values are about to be breached
- **Superego anxiety** (signals of impending guilt) is used to guide behavior and make appropriate moral and value choices

2. Establishment of a Realistic Self-Image

Relinquishment of wishes for perfection
signified by

- the ability to **set reasonable goals**
- the ability to tolerate
not achieving every goal (without going into a rage and blaming someone)

2. Establishment of a Realistic Self-Image

Parents, authority figures, and institutions are

- *no longer blamed* for whatever imperfections, failures, or limitations the adolescent must face in the pursuit of his/her life goals (or life's dreams)

2. Establishment of a Realistic Self-Image

Adolescent's limitations and mistakes do *not* greatly *inhibit* the adolescent from

- Continuing to use his/her abilities
- Remaining a commitment to life goals (or life's "dreams")

3. Establishment of a Stable Sexual Identity

- Freshman college student is developing the capacity to make a **mutually caring choice** of a heterosexual partner who treats student with **kindness and respect**
- Sexual activity is **separated** from wishes to **dominate and control** the opposite sex through sexual activity

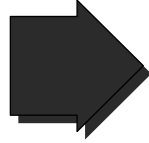
4. Beginning Resolution of Earlier Life Traumas

Certain adolescents begin to come to terms with ***traumatic events*** from childhood, and give up
holding a grudge
forever blaming parents (or others)
for suffering these traumatic events

4.Beginning Resolution of Earlier Life Traumas

18 year old girl

- suffered the *childhood trauma of being raped at age 10* -

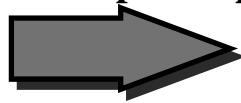


trauma became the motivating force to become a child psychiatrist

Childhood trauma is turned into a success

5.Establishing Continuity Between Past Life Experiences and Current “Dreams” and Attitudes

- Emerging self-awareness of the influence of **past experiences** on teenager's



present wishes, feelings, life dreams, beliefs, etc.

- Process helped by seeking out life histories of **self** and **family members** to help understand present attitudes, goals, etc.

5. Establishing Continuity Between Past Life Experiences and Current “Dreams” and Attitudes

- Not many attain the belief in the **influence** of one’s **past** and repressed memories of one’s past on present perceptions, etc.
- Many relegate their childhood past and its memories to, as one medical student put it, “*a museum I never intended to visit.*”

5. Establishing Continuity Between Past Life Experiences and Current “Dreams” and Attitudes

- Not many attain the belief in the **influence** of one’s **past** and repressed memories of one’s past on present perceptions, etc.
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Normal Child/Adolescent's Dealing with
Separation/Body Damage/SuperegoAnxiety

- Anxiety - an internal warning signal that**
- (1) highly unpleasurable overstimulation or understimulation may occur**
 - (2) and although signaling or fight/flight may be difficult**
 - (3) acting - speaking in a certain way will decrease the anxiety**

When Separation/Body Damage/Superego
Anxiety

- is too excessive (outside stimulation range) and**
- child/adolescent believes that signaling or fight/flight is impossible and that acting - speaking will not decrease the anxiety**

defense mechanisms activated

Def: Defense Mechanisms

- ***Are unconscious processes which***
 - (1) automatically bar from consciousness
 - (2) perceptions, thoughts and feelings
 - (3) that are stimulating highly unpleasurable levels of anxiety
 - (4) child/adolescent's mind relgates these mental contents to the unconscious domain
 - (5) child/adolescent's "colors" his or her perceptions - a misperceiving of reality

Maturationl Emergence of *Defense Mechanisms*

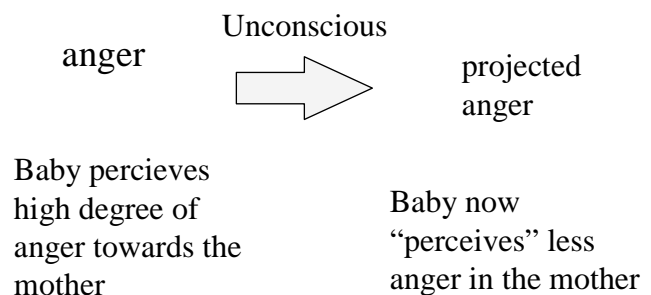
Defense Mechanisms

Emerging Birth - 3 Years

Projection

Automatic attributing to another

- a wish an/or feeling
- causing a too high degree of stranger and/or separation anxiety



Regression

- To rid experiencing highly unpleasurable stranger/separation anxieties associated with current thinking/behaving
- **18 month old: “I want that new thing!”** And toddler perceives mother’s facial look of hatred.

Regression as a Mechanism of Defense

- Regression automatically occurs
- Toddler returns to a developmentally earlier mode of thinking/behaving

18 month old: “I want you to hold me mommy” Toddler now perceives mother’s smile.

6 year old girl

- Severe regression in speech and behavior.
- Intense anxiety about telling people that her father sexually abused her - her mother forbid her talking.
- Regression as a defense mechanism to ward off the anxiety of being a 6 year old with rage towards her father - now she is a “baby” who has not been sexually abused

Relinquishing Defense Mechanisms

Defenses become transient

- when parents use empathy/intuition to sense when toddler is avoiding an issue
- when parents take time to listen

Defenses become fixed

- when parents want toddler to avoid an issue
- when the defense bars recall of a traumatic memory and the toddlers mind maintains the defense

Relinquishing Defense Mechanisms

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Defense Mechanism Development

Repression - age 18 months onward

- Automatic (i.e., unconsciously activated) barring from consciousness **intensely unpleasurable thoughts, emotions or memories of same**

**Thoughts +
Emotions**

Unconscious



Consciousness

Unconscious Thoughts/
Feelings

Defense Mechanism Development

Repression “silently” influences child’s **perceptions, attitudes, beliefs** and **resultant feelings**

(1) slips of the tongue

(2) automatic actions

**(3) attitudes, beliefs, feelings
without conscious data**

25 year old woman

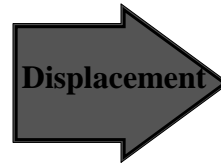
- In psychoanalysis - she has repressed her sexual wishes towards her psychoanalyst
- She has a “slip of the tongue” in describing an author “Saul Bellow” as her ideal lover
- Her analyst’s name is Saul

Defense Mechanism Development

Displacement

- Automatic (i.e., unconsciously activated) switching (or displacing) from consciousness **intensely unpleasurable anxieties** stimulated by a person/situation *onto* another person or situation

I'm in a rage at
my father and
I'm losing self-
control



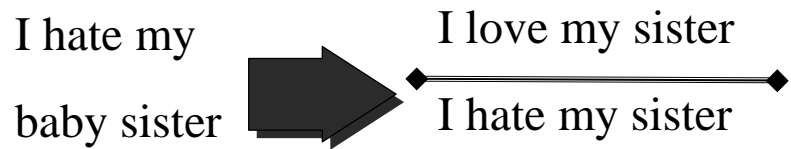
"You used to
be my friend
but now you
are a jerk, etc."

A Mother's Using Displacement and Projection in Relating to Her 2 3/4 yr old girl

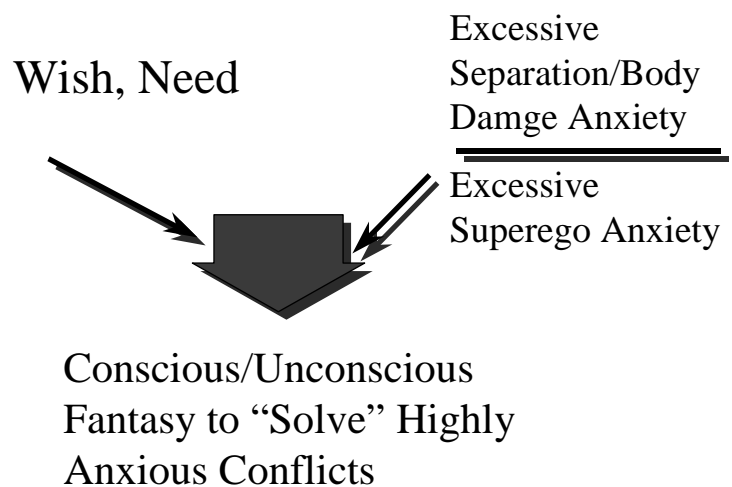
- Mother's chief complaint: "My child demands and we all must obey."
- Mother is not aware of her use of displacement: she is displacing her rage at her husband onto her daughter -
- And then projects her rage into her daughter
- Now the mother "perceives" her daughter as possessing an inner rage. So mother must give the daughter everything she demands

Reaction Formation

- Automatic (i.e., unconsciously activated) barring from consciousness feelings that are causing **intensely unpleasurable anxieties**, while inserting into consciousness an opposite feeling and/or thoughts



Fantasy as a Defense Mechanism



Fantasy Formation

Used to deal with
internal conflicts
(involving one's
conscience)
and *external conflicts*
(involving people)

Fantasy as a Defense Mechanism

Fantasies can become a
chronic “internal escape”
from an **intolerable external reality**

- e.g., child who is being chronically
over-stimulated
physically traumatized
severely criticized

Sexually Abused Boy

- Abused by a male babysitter when he was 5 1/2, babysitter was 16 years old
- Initially did well but 5 months later, he is now depressed, “Dracula” (fantasy formation) is after him in his dreams and he wants to stay at home
- His father has created an intolerable degree of superego anxiety for this boy - his father is blaming his son for the abuse because the father can not tolerate his rage at the abuser

Another Sexually Abused Boy

- Father is in a rage at abuser but instead of criticizing his son this father acts out his rage
- Local police silently support the father's murder plot at the airport by allowing father to get close to the abuser

Relinquishing Defense Mechanisms

Defenses become transient

- when parents use empathy/intuition to sense when toddler is avoiding an issue
- when parents take time to listen

Defenses become fixed

- when parents want toddler to avoid an issue
- when the defense bars recall of a traumatic memory and the toddlers mind maintains the defense

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